

Prekindergarten Expansion Grant

Application
FY 2020

Please return completed application
to MSDE by
Friday March 8, 2019
4:00 p.m.

Maryland State Department of Education
Division of Early Childhood
Attn: Nykia Washington
200 West Baltimore St., 6th Floor
Baltimore, MD 21201

Proposal Description:

Type of Application: Prekindergarten Expansion Grant

Name of Grant Program: Prekindergarten
Expansion Grant

Authorization: Preschool Development

Grants-Expansion Grants: 84.419B

Preschool Expansion Act of 2014 (Education Article Section 7-102)

Preschool Development Grants - Expansion Grants - Required State Funding (Education Article Section 7-101.3)

Dissemination: Tuesday, January 7, 2019

Deadline: Friday, March 8, 2019

Submission: Submission must be an original plus one (1) paper copy bound by paperclip.

Purpose:

Expand free access to public prekindergarten for four-year olds from families with household incomes up to 300 percent of Federal Poverty Guidelines (FPG).

Grant Eligibility:

Applicants eligible to receive the grant must be a local public school system or qualified vendor (as defined in COMAR 13A.06.02).

At the time of application, programs must be published at Level 4 in Maryland EXCELS with a plan in place to publish at Level 5 in one year; or published at Level 5

Special Considerations:

For applicants who are the local school system, local general education and special education leadership are strongly encouraged to collaborate on the development of the grant proposal.

Combining multiple funding streams offers increased opportunities for the inclusion of children with Individualized Education Programs (IEPs) for whom a regular early childhood program with typically developing peers has been determined by the child's IEP team to be the appropriate least restrictive environment (LRE). The participation of children served through an IEP in public prekindergarten programs provides access to the general early childhood education curriculum and instructional program, further supporting a narrowing of the school readiness performance gap with their typically developing peers. (Memorandum to Local School System Superintendents, July 29, 2016).

Required Grant Components:

- A description and documentation in the enclosed application to show how the applicant will meet the definition of a High Quality Prekindergarten Program.
- Documentation of how families meet the income eligibility criteria according to the Federal Poverty Guidelines (FPG).
- Description of the program's family engagement strategies in accordance to the *Maryland Early Childhood Family Engagement Framework* (earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf)
- Verification of the program/school's published EXCELS Level 4 or Level 5 rating.
- Description of professional development activities for teacher and teacher assistant.
- List of partners and their roles as it relates to the grant.
- Upon receipt of grant award, all sub-grantees must have a completed and signed Memorandum of Understanding (MOU) between the local school system (LSS) and community based Public PreK or early care and education providers in the school catchment area.* The MOU must demonstrate ongoing collaboration in the following areas (at minimum):
 - Services for children with disabilities
 - Services for four-year-olds with limited English proficiency to align with LSS policies
 - Coordination of prekindergarten enrollment
 - Professional development opportunities
 - Transition planning

*MOUs will be submitted to program monitor by November 1, 2019. See Appendix A for sample MOU and Appendix D for a list of the local school system Early Learning Supervisors.

- Community-based programs: a license check will be performed prior to the final awarding of the grant to ensure there are no health and safety violations.

Submission Requirements:

Signed Cover Sheet
Project Summary
Project Management, Key Personnel
Collaborating Partners
Quality Benchmarks and Programmatic Plan
Evaluation & Monitoring
Participation in Maryland EXCELS (certificate indicating published level)
Signed MSDE Budget Forms
Signed Assurances Page
Implementation Plan

Proposal Review:

The review of proposals will be a two-part process.

- Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting the prescreen requirements will not be read.
- Final approval of awards will be determined by the Division of Early Childhood

Award:

Notification of grant approval will be sent by **April 30, 2019**. The official Notice of Grant Awards (NOGA) will begin being processed on July 1st which can take 6-8 weeks. Once you have received the official Notice of Grant Award (NOGA), an invoice template will be sent to for billing. Once an invoice has been **approved** by MSDE, payment can be expected within business 15 days. For budget planning purposes, please note that funds may not be available until September 15th.

Community-based programs will be able to request a 15% advance; however the advance will be received no later than September 15th. Community-based programs requesting an advance must complete Attachment E (Request for Payment Advance) and submit it with the application.

Grant Process Timeline:

Date	Activity
January 7, 2019	Application disseminated
January 14, 2019	Technical Assistance Webinar
March 8, 2019	Application due to MSDE
March – April, 2019	Applications reviewed
April 30, 2019	Notification of grant approval/Notice to proceed
June 3, 2019	Last day to submit revised budget narrative and C-125 or the State may rescind the grant
July 1, 2019	Notice of Grant Award (NOGA) system opens. *NOGAs will begin being processed. Please allow 6-8 weeks for processing.
August 31, 2019	NOGA issued and Advance Request submitted for processing (please allow up to two weeks to receive payment)
September 15, 2019	Anticipated date for grantee to receive advance

Length of Grant:

July 1, 2019– June 30, 2020

Period of Operation:

August 2019- June 2020 (School Year 2019-2020)

Funding Per Prekindergarten Student: \$10,000 (full-day new slot) and \$5,000 (half-day or improved slot)

Definitions:Full-day New Slot:

LEA's – full-day slots for children between 186% and 300% of the Federal Poverty Guidelines (FPG)

Community-based programs – full-day slots for all children up to 300% of the FPG

Half-day or Improved Slot: Head Start and LEA's only

LEA's – increase half-day slots to full-day slots for children below 186% of the FPG

Head Start programs - extending programs from half-day to full-day **AND/OR** any of the following:

- Limiting class size to 20 and decreasing child-to-staff ratios to 1:10;
- Employing and compensating a teacher with a teacher Maryland certification;
- Professional development; and/or
- Providing Comprehensive Services

***ALL PREKINDERGARTEN EXPANSION SLOTS MUST BE FULL-DAY**

MSDE will determine funding eligibility based on the number and type of slots being requested.

Fund Use:

- Salaries, wages, and fringe benefits for teaching staff. (Note: State certified teachers must be compensated commensurate to the entry salaries of the local school system in which the program is located. See Appendix B – Teacher Salary Schedule)
- Equipment, materials and supplies (e.g., classroom furniture, materials of instruction including MSDE approved curricular resources (curriculum) to support the Maryland Early Learning Standards, book supplies for family literacy activities.)
- Cost associated with maintaining MSDE or national accreditation status.
- Costs for contracts to administer the screening and intervention services for prekindergarten students.
- Costs associated with the provision of staff and professional development activities to support recertification of qualified teaching staff.
- Cost associated for the evaluation and monitoring of the project (may not exceed 5% of the total fund request)
- Indirect costs (may not exceed 10% of the total fund request)
- Costs for one meal per day for students
- Costs for academic field trips

Funds may not be used for:

- Supplanting existing services
- Capital Improvement

The General Education Provisions Act (GEPA), Section 427:

Each application must develop and describe the steps the applicant will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.

Requirements:

Grantees must submit:

- Quarterly Progress Reports using MSDE supplied forms;
- Annual financial report at the end of the grant period
- Quarterly Enrollment and Attendance Reports using MSDE supplied forms;
- MOU and Collaboration Check-in Form
- Monitoring Tool (Spring)

The original proposal and one copy should be submitted to:

Maryland State Department of Education
Division of Early Childhood
200 W. Baltimore Street – 6th Floor
Baltimore, MD 21201
Attention: Nykia Washington

Program Contact:

Nykia Washington 410-767-0088 (telephone) 410-333-6226 (fax)
Nykia.washington@maryland.gov

Non-Discrimination Statement:

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration Maryland State
Department of Education
200 W. Baltimore Street - 6th Floor
Baltimore, Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

The application begins on the following page.

COVER SHEET FY 2020 Prekindergarten Expansion Grant Application		
Name of Applicant:	Fed ID No: _____ Qualified vendors only: DUNS No: To register the DUNS Number visit the website below. This is required to receive funding. https://www.sam.gov/portal/SAM/##11	
Address:		
City:	ZIP:	
Telephone:	FAX:	e-mail:
Contact Person:		
Address of contact person (if it is different from the address above):		
City:	ZIP:	
Telephone:	FAX:	e-mail:
Please check one: <input type="checkbox"/> Public School <input type="checkbox"/> Public Charter School <input type="checkbox"/> Community-based Provider <input type="checkbox"/> College, University or Vocational/Technical School		

Prekindergarten Site Selection

Name of Program/School	School ID Number or License Number	Street Number	Street Address	City	Zip Code

*Add rows as necessary

School/Program	Slots School Year 2018-2019 (current subgrantees only)		Slots Requested School Year 2019-2020 (by type)		Total Requested for School Year 2019-2020	How Will Slots be Improved?*(See Codes Below) Select all that apply
	Actual # of new slots filled	Actual # of improved slots filled	# Full-day New	# Half-day Improved		

Note: In order to receive grant funds, a program/school must request at least five (5) slots.

*Last Column refers only to the number of improved slots for school year 2019-2020.

Improved Slot Codes:

- 1 – Half-day to Full-day
- 2 - Limiting class size to 20 and decreasing child-to-staff ratios to 1:10;
- 3 - Employing and compensating a teacher with a teacher’s certification;
- 4 - Professional development or
- 5 - Providing Comprehensive Services

Application Signature:

Head of Organization

Date

Project Summary - Fiscal 2020 (500 words or less)

Describe in a summary format the following: Specific goals and objectives of your Prekindergarten Expansion Grant; recruiting eligible students; maintaining enrollment of eligible students; hiring a certified teacher and paying that teacher a commensurate salary to the local school system; meeting school readiness goals; establishing a MOU with the school system to support children with special needs and English language learners and for professional development; continuous quality improvement; meeting and maintain level 5 in Maryland EXCELS; plan for family engagement and comprehensive services.

Quality Benchmarks and Programmatic Plan

1. Describe how you will ensure that children from economically disadvantaged backgrounds are provided access to the program, how eligible families will be recruited for the program, and how will the recruitment efforts be coordinated between local school systems and qualified vendors?

2. Lead teachers in both public and private settings must have specialized training in early childhood education and have State certification in early childhood education. Please indicate the qualifications of the lead classroom teacher and commensurate pay rate to the local school system. (**Attach State Teacher Certification**). If teacher is not yet hired, please attach the job description/announcement showing the requirements for a certified teacher.

Salary must be commensurate to minimum salaries of local K-12 instruction staff in your jurisdiction (See Appendix B). List Teacher Salary \$ _____

3. Assistant teachers must hold a minimum of a high school diploma, but preferably a CDA or equivalent training (i.e. Level 4 in MSDE Credentialing Program). Please indicate the qualifications of the classroom assistant (**Attach a copy of diploma, credential, or CDA**).

4. Indicate how the lead teacher and assistant teacher will participate in yearly professional development activities.

5. Describe how the program will provide a full-day (6.5 hour) session/180 days per school year?
**** Please note: Tuition may not be charged for the 6.5 hour day; only for wrap around services when applicable.**

6. Class sizes must be limited to no more than 20 four-year-olds, with a staff to student ratio of 1:10. Please indicate the number of children that will be enrolled in each pre-k expansion classroom and the number of staff assigned to the room.

7. Indicate which of the following prekindergarten curriculum option is utilized in the prekindergarten program (See Appendix C for the list of MSDE recommended curricula):

State approved comprehensive curriculum

Name _____

LEAs' - Local school system curriculum that aligns with the Maryland College and Career-Ready Standards is accepted.

8. Describe how both screening and referral services covering at least vision, hearing speech and language, health and physical development will be provided. Programs must offer, either directly or through coordination with local school systems or local departments of health and social services, additional support services for participants. (These services may include parenting support or training including those with languages other than English, physical and mental health

and wellness services (e.g., SEFEL), and early intervention for children with disabilities and/or special health care needs). Please indicate the how these services will be provided.

Project Management/Key Personnel:

List **all** administrative key personnel responsible for the successful implementation and monitoring of the grant requirements and provide resume(s).

Collaborating Partners:

Describe the nature of collaboration between the local school system and community based Public PreK or early care and education providers in the school catchment area (e.g. Access to professional development, coaching/mentoring, ELL/ESOL services, special education services, transitions, etc.)

List additional collaborating partners and describe their respective roles in the successful outcome of this project.

Evaluation and Monitoring of Learning:

Describe how the progress of all prekindergarten students will be monitored throughout the year and how it supports school readiness? How are parents informed about student progress and/or areas of concern?

What type of data and instruments will be used to monitor the quality of the prekindergarten program? (e.g., CLASS and/or use of other quality indicators or rating systems)?

Maryland EXCELS Participation and Publishing:

Date of enrollment _____

Date published _____

Current level _____

**** Attach copy of certificate**

What tools and strategies have been put in place to maintain the quality standards for your current level in Maryland EXCELS or to publish at Level 5 in one year?

Accreditation:

Accrediting Agency _____

Expiration Date _____

****Attach copy of certificate**

Budget Narrative & Implementation Plan funding amounts should match.

Budget Narrative (FY20) Complete for July 1, 2019 – June 30, 2020

Directions: Please provide a detailed description of the requested funds that will be spent by using the categories listed below. For Community Based Programs, Transfer the subtotals of these categories onto line 214 (Community Services) of the enclosed MSDE Budget Form. Then list the total requested budget amount on the line *TOTAL EXPENDITURES BY OBJECT*. **Sign and date the MSDE C-125 Budget Form.**

Line Item	Requested Amount	In-Kind Contribution	Total
1. - Salaries and Wages (List separately for each position. Teacher salary must be commensurate to local school system).			
Subtotal			
2. Contracted Services			
Subtotal			
3. Supplies and Materials (including classroom furniture)			
Subtotal			
4. Other Charges (e.g., fringe costs, field trips, subscriptions, travel)			
Subtotal			
5. Equipment (e.g. Technology)			
Technology must be no more than 10% of budget with MSDE Approval			
8. Transfers (indirect costs)			
Subtotal			
Grand Total			

On the following page, Community Based programs should use line 214 and list fund requests in the corresponding column on that row. School systems should use the corresponding Category/Program.

GRANT NAME

GRANT RECIPIENT NAME

MSDE GRANT#

RECIPIENT GRANT #

FUND SOURCE

SCHOOL / CENTER NAME

REVENUE SOURCE CODE

GRANT PERIOD

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - ANT	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 2 General Support							
Prog. 2 Business Support							
Prog. 2 Centralized Support							
202 Mid-Level Administration							
Prog. 1 Office of the Principal							
Prog. 1 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 0 Regular Prog.							
Prog. 0 Special Prog.							
Prog. 0 Career & Tech Prog.							
Prog. 0 Gifted & Talented							
Prog. 0 School Library Media							
Prog. 0 Instruction Staff Dev.							
Prog. 1 Guidance Services							
Prog. 1 Psychological Services							
Prog. 1 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr.							
Prog. 09 Instruction Staff							
Prog. 15 Office of the							
Prog. 16 Inst. Admin &							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing &							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges							
214 Community Services							
215 Capital Outlay							
Prog. 3 Land & Improvements							
Prog. 3 Buildings & Additions							
Prog. 3 Remodeling							
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval

Name Signature Date Telephone #

Supt/Agency Head Approval

Name Signature Date Telephone #

MSDE Grant Manager Approval

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RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7 -910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency

Date

—IMPLEMENTATION PLAN

Instructions: Please complete the implementation plan (funding amounts must match Budget Narrative). See next page for information on Goals, Strategies, and Activities and SAMPLE IMPLEMENTATION PLAN on p.21
(Reproduce this form as needed)

GOAL(s):						
STRATEGIES:						
Activities	Dates		Responsibility	Funding		Date Achieved TO BE FILLED OUT DURING MONITOING
	Date Initiated	Expected Completion Date		Person Responsible for Outcome	Funding Required	

Goals, Strategies, and Activities

Goals

State the overall goal of your project at the top of the Implementation Plan. The goal should address the main problem (e.g., to increase the number of children being ready for school). While you must have at least one goal, it is possible to have multiple goals; however, the more goals you establish the more complex your project becomes. Goals must have deadlines of one year.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. When determining your strategies, you should consider the clients you are targeting and how will they use or be affected by the services you provide. Programs must also include strategies about family engagement, partnerships with local school systems, and support services such as screening and referral of students with special needs.

Activities

Activities are the specific steps you will take to accomplish the project goal, and involve direct service to clients (children, parents, and teachers). Examples include specific teacher trainings, family nights, and mentoring sessions. They may take place on a single date (e.g., 1-day training session) or over a period of time (e.g., ongoing technical assistance) List the activities that your project will implement. Then relate each activity to a strategy.

Note: Networks state the goals, strategies, and activities from the viewpoint of the non-profit organization overseeing the network of programs.

SAMPLE IMPLEMENTATION PLAN

GOAL(s): To provide a high quality Pre-Kindergarten experience that prepares children for school success in kindergarten and beyond.					
STRATEGIES: Professional development and coaching for teachers , a focus on family engagement and collaboration with outside agencies /school systems, implementation of a play based, developmentally appropriate curriculum					
Activities	Dates		Responsibility	Funding	
	Date Initiated	Expected Completion Date	Person Responsible for Outcome	Funding Required	In-Kind
Teachers will undergo training in the use of the InvestiGator Club curriculum.	June 2016	June 2016	Director	\$24,000.00	
Teachers will use InvestiGator Club curriculum daily with students	September 2016	June 2017	Teachers	\$0.00	
An instructional coach will be hired to provide technical support to Pre-K expansion teachers.	June 2016	August 2016	Director	\$47,000.00	
MOU between Baltimore City Public Schools will be completed in order to provide opportunities for professional development and access to additional resources for teachers.	July 2016	September 2016	Director and BCPS supervisor	\$0.00	
Engage families by hosting parent workshops, a Teddy Bear Picnic, Family Book night and parent-teacher conferences.	September 2016	June 2017	Director, Teachers and Instructional Support Coach		\$1000.00
Use social media and email to further engage parents in their child's learning experiences. E.g. Pinterest, Face Book, Instagram	July 2016	June 2017	Director, Teachers	\$0.00	

Definition of a High Quality Prekindergarten Program

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) High staff qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program (6.5 hours);
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities
- (i) Instructional staff salaries are commensurate with the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Appendix A: Sample MOU

MEMORANDUM OF UNDERSTANDING

between

_____ County Public Schools (_CPS)

and

(Name of Center here)

I. PROJECT DESCRIPTION

The purpose of this project is to expand access to high quality prekindergarten education and increase the number of children in (County Name) who enter kindergarten fully ready to learn. The project will improve the quality of education services that are available to low-income families in (County Name) by providing prekindergarten education services to 4-year-olds from families with household incomes at or below 200 percent of the Federal Poverty Guidelines. The services described herein accord with the conditions in which the United States Department of Education awarded a Preschool Development Grant to the Maryland State Department of Education (MSDE).

II. ROLES AND RESPONSIBILITIES

The persons responsible for executing this agreement are as follows:

For (Name of Center): Staff Person, Title

For _CPS: Staff Person, Title

III. GENERAL UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

A. The (Name of Center) agrees to the following with respect to staffing:

1. All teachers in the classrooms supported by the grant will have received specialized training in early childhood education and will meet state certification standards for early childhood education.
2. All assistant teachers will hold a minimum of a high school diploma, but preferably a Child Development Associate or equivalent training (i.e., Level 4 in the MSDE Credentialing Program).

3. All teachers and classroom assistants will participate in annual professional development activities as well as any professional development meetings held by _CPS that align with the goals of the grant.
4. All class sizes will be limited to no more than 20 children for 4-year-olds, with a staff to student ratio of 1:10.

B. The (Name of Center) agrees to the following with respect to services:

1. Provide a full-day session of six point five (6.5) hours.
2. Offer a state approved curriculum that meets MSDE standards and indicators.
3. Offer additional support services such as technical support for children with special needs, English for Speakers of Other Languages, parent training, physical and mental health, and wellness services.
4. Screen all children for services covering vision, hearing, speech, language, health, and physical development, making referrals as appropriate.
5. Advise parents of services offered through Child Find and the _CPS special needs early identification program. Encourage parents to avail themselves to Child Find services when appropriate.
6. All children will be given equitable access to, and equitable participation in, activities with assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.
7. Staff members will monitor and track the progress of all children through a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc., to establish standardized methods of data collection between the prekindergarten program and public school kindergarten.

C. The (Name of Center) agrees to the following with respect to _CPS:

1. Comply with all _CPS rules and procedures that govern the delivery of early childhood educational services.
2. Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
3. Employ standardized methods to data collection to facilitate comparison between the prekindergarten program and public school kindergarten.

4. Participate in informational meetings that _CPS may organize for sub-grantees or cosponsor in collaboration with county government agencies
5. Attend informational meetings and other events at the end of the school year to promote successful transition to kindergarten.

D. _CPS agrees to the following:

1. Refer eligible 4-year-old children to (Name of Center)
2. Provide technical assistance and consultation services related to kindergarten readiness, curriculum, professional development, school readiness, and services for student subgroups.
3. Offer professional development opportunities to grant funded teachers
4. Provide information about Child Find and work with staff members to coordinate a smooth transition of children and families from the prekindergarten program of (Name of Center) to kindergarten in _CPS.
5. Screen children for English language proficiency and provide guidance to ensure that children entering kindergarten receive appropriate services and support for their English language learning.
6. Establish and maintain open communication between the community-based program and the public school system to support students and families.

IV. SPECIFIC UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

- All children enrolled in the (Name of Center) program who enter _CPS kindergarten classes will be monitored; their skills upon entering kindergarten will be measured as will the progress they make during their first and second years of school.
- _CPS will provide (Name of Center) with the results of kindergarten assessments performed on all children who were enrolled in the (Name of Center) prekindergarten program during the previous school year.

V. MODIFICATIONS

This Memorandum of Understanding (MOU) may be modified at any time by written consent of all parties involved. None of the provisions of this MOU are intended for the

benefit of any third party, and no such third party shall have the right to enforce the provisions of this MOU.

VI. EFFECTIVE DATE

This MOU is effective on July 1, 2018, and is in effect until June 30, 2019, or until otherwise modified.

VII. MISCELLANEOUS

This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements and understandings relating to the subject matter hereof.

- This MOU shall be governed by, subject to, and construed according to the laws of the State of Maryland.
- The parties agree to comply with all applicable federal and state laws, regulations, and policies regarding (a) protection of student privacy, including but not limited to the Family Educational Rights and Privacy Act (FERPA); (b) all legal requirements prohibiting discrimination, including employment discrimination, against any person on the basis of race, color, religious creed, gender, gender identity, marital status, national origin, ancestry, disability, sexual orientation, or genetic status; and (c) Maryland laws regarding registered sex offenders and criminal background checks for individuals with direct, unsupervised, and uncontrolled access to children.
- Any disputes regarding the services referenced in this MOU shall be governed by applicable federal, state, and local laws, as well as _CPS policies and regulations.

VIII. SIGNATORIES

The undersigned agree to execute the objectives pertinent to their agency that are outlined in this plan and to send a copy of this agreement to MSDE by November 1, 2017.

The undersigned hereby execute this MOU on behalf of their agencies, instrumentalities, organizations, corporations, or groups.

Signature, title Date

Signature, title Date

Signature, title Date

Appendices B, C, D, and E are provided under separate attachment on the web page.

Appendices:

B – Teacher Salary Schedule

C - Recommended Curriculum List

D – EL Coordinator’s List

E – Request for Payment Advance